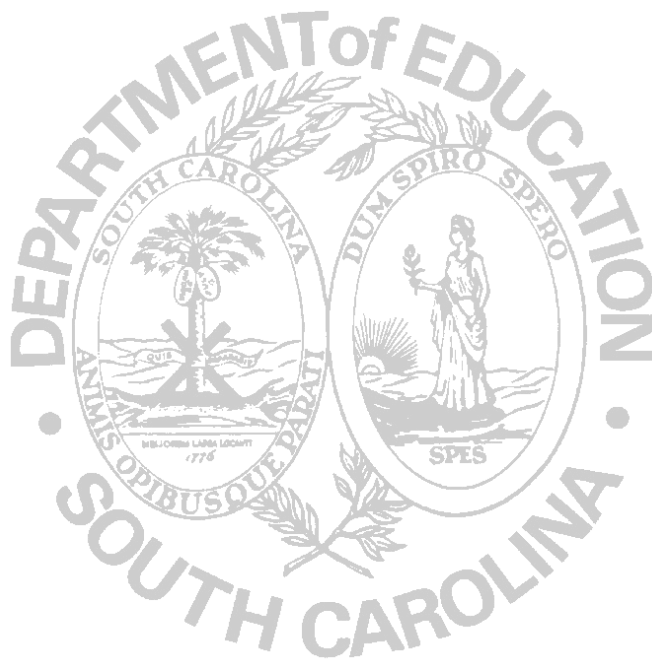# South Carolina
ADULT EDUCATION

ASSESSMENT POLICY

2018–2019

APPROVED *(Pending)* **BY THE**
OFFICE OF CAREER, TECHNICAL, AND
ADULT EDUCATION
U.S. Department of Education
WASHINGTON, D.C.

Adult Education…

Making a Difference in South Carolina

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SOUTH CAROLINA ADULT EDUCATION ASSESSMENT POLICY 2018- 2019

The Workforce Innovation and Opportunity Act (WIOA) of 2014, Title II, Adult Education and Family Literacy Act (AEFLA) established guidelines for states to utilize in the provision of adult education. Recognizing that the assessment of adult education and literacy students is an essential part of providing an exemplary educational program, local adult education providers must assess students using National Reporting System (NRS) approved standardized assessments to measure and report educational gains.

The results of the pre- and post-assessments are important to the learner, the teacher, and the program.

Test results

- must be shared with the learners, so they know the reason they are placed at a certain level and how much progress they have made.
- are used by the teacher to guide instruction and curriculum development.
- are critical for program improvement and program accountability in terms of achieving targeted outcomes, as well as continued financial support of the program.

SOUTH CAROLINA ADULT EDUCATION
ASSESSMENT POLICY 2018- 2019

To assure comparability across the state and adherence to National Reporting System (NRS) guidelines, the U.S. Department of Education: Division of Adult Education and Literacy (USDE: DAEL) mandates that each state develop, publish, and implement a written assessment policy on an annual basis. The South Carolina Office of Adult Education's (OAE) Assessment Policy is based on State Assessment Policy Guidance issued by the USDE: DAEL, test publishers' guidelines and recommendations, and NRS Implementation Guidelines. Our state policy establishes specific guidelines to ensure assessment procedures are valid, reliable, and appropriate to determine the effectiveness of instructional activities.

This Assessment Policy provides guidelines for:

1. using state-approved assessments in a standardized and consistent manner.
2. placing a participant accurately into an appropriate program and instructional level.
3. obtaining diagnostic information to guide instruction.
4. determining educational functioning level at intake (pre-test) and at the end of the instructional period (post-test).
5. training staff and the implementation of test security requirements.

All local programs must establish an assessment policy that outlines assessment processes and procedures (proper testing, scoring, and reporting protocols) that are aligned with this state-issued Assessment Policy and test publishers' guidelines. To support compliance with state guidelines, local program assessment practices and results will be monitored annually or more often as determined by state officials.

South Carolina has authorized statewide use of the following assessment instruments:
- Test of Adult Basic Education (TABE)
- Basic English Skills Test (BEST PLUS 2.0)
- Basic English Skills Test (BEST Literacy)

GENERAL POLICY REGARDING ALL NRS REQUIRED ASSESSMENTS

All learners who enter adult education programs must be assigned an Educational Functioning Level (EFL) in accordance with National Reporting System guidelines. In order to accomplish this task, it is necessary to assess the learners with NRS approved testing instruments and procedures that ensure an accurate representation of their placement on an educational continuum. The NRS identifies twelve EFLs (six ABE and six ESL) as part of its accountability measures. Each functioning level addresses a general set of standards and competencies that adults must demonstrate to move to the next level. See Appendix A for NRS core measures.

1. All learners* must be assessed at intake or prior to receiving twelve (12) hours of instruction. Through student interview at intake, programs must make every effort to identify students who may need accommodations during assessment. See Specific Assessment Policy V. <u>Accommodations In The Testing Process</u>.   *An exception to pre- and post-testing Adult High School 11th and 12th graders is found in Specific Assessment Policy I. <u>Adult Basic Education and Adult Secondary Education</u>.

2. Measurable skill gains (MSG) are documented during each Period of Participation (POP). A POP is created once the student has been administered a pre-test and accumulates 12 instructional hours. Within a program year, if a student "drops or stops out" of class (no attendance) a new POP begins on the first date of instructional hours after a minimum 90 day absence. The student must also accumulate 12 instructional hours before the second POP is created in LACES. If the student returns to classes before a 90 day absence occurs, the previous POP is still in effect.

   Participants who remain continuously enrolled across multiple program years do not need to requalify as a participant in new program years.

   The initial pre-test may be brought forward as the pre-test for subsequent POPs or another pre-test <u>may be</u> administered for subsequent POPs to ensure correct placement in the program; however, it is recommended that programs use other forms of assessment (rather than a second pre-test) to provide the desired diagnostic information. Administering a second pre-test may result in issues with both student performance and assessment data. See specific explanations of the potential problems in our guidance document, *2017-2018 Focus on the Future.*

GENERAL POLICY REGARDING ALL NRS REQUIRED ASSESSMENTS

Initial placement for a <u>program year</u> may be set using <u>any</u> subject area of pre-tests given. Programs will select which subject area a student will be tracked, and this will determine the Initial Entering EFL which the student will be reported in on the EFL-based NRS tables. The EFL for initial placement is locked in upon assignment to ensure accurate data reporting. Programs are not required to track the student in the lowest EFL. EFL gains can be based on any subject area, not only the one in which the student is leveled. Programs are not required to post-test in all pre-tested subject areas.

3. To ensure appropriate level placement using TABE, both the scale score and the grade equivalent should be entered in LACES. BEST Plus 2.0 and BEST Literacy students must be leveled with scale scores only.

4. Hours spent in orientation and assessment shall count toward the student's total attendance hours.* According to NRS definition, contact or attendance hours are hours of instruction or instructional activity the learner receives from the program. Instructional activity includes any program-sponsored activity designed to promote student learning in the program curriculum, such as classroom instruction, assessment, tutoring or participation in a learning lab. *Carnegie unit instructional hours must be exclusive of activities not directly related to the curriculum being studied, i.e., registration, assessment, orientation, etc.*

5. If a student is attending class at the end of the program year and continues in the program at the beginning of the next program year, that student's instructional hours from the previous year carry over and count toward the post-testing requirement in the new program year. For example, an ESL student enrolls in a class in March and accumulates 51 hours of instruction by June 30. She continues with the class when it resumes in July. To be eligible to post-test, she only has to attend 9 hours in July; however, to be a fundable student in the new program year, the student would have to complete at least 12 hours.

GENERAL POLICY REGARDING ALL NRS REQUIRED ASSESSMENTS

6. To determine whether students have advanced one or more EFL levels or are progressing within the same level, a post-test must be given at least one time each program year (July 1 – June 30). Learners may be assessed when they have completed the hours of instruction recommended by the test publisher. For TABE post-assessment guidelines and further information, see Specific Assessment Policy I. Adult Basic Education and Adult Secondary Education. For BEST Plus 2.0 and BEST Literacy post-assessment guidelines and further information, see Specific Assessment Policy II. English as a Second Language

7. An "advance" or completion" is recorded if, according to the post-test results, the learner has skills corresponding to one or more EFL levels higher than the incoming level in the areas initially used for placement. Completing an EFL is also referred to as making an educational level gain.

8. Instructional hours between each test administration must align with test publisher guidelines. If more than one post-assessment is administered during the period of participation, the latest assessment will establish advancement only if the second post-test score is higher than the first post-test score and only if the required amount of instructional hours has been completed prior to test administration.

9. Standardized testing procedures provided by the South Carolina Department of Education must be used during assessment. See Specific Assessment Policy IV. Standardized Testing Procedures. *Example: Assessment must be an activity unto itself.*

10. Test administrators, test coordinators, local program directors, local program coordinators and LACES staff must successfully complete Assessment Policy training provided by the Office of Adult Education prior to administering any NRS required assessments. Each participant must have a certificate on file verifying that he/she has completed the required training. The certificate must be available for review during OAE on-site monitoring visits and/or during formal program evaluations. See Specific Assessment Policy III. Required Assessment Training.

11. Individuals seeking to administer the TABE, BEST Plus 2.0, or BEST Literacy assessments must successfully complete both Assessment Policy training and individual test administration training as indicated prior to any test administration.

GENERAL POLICY REGARDING ALL NRS REQUIRED ASSESSMENTS

12. Each adult education program must establish and publish an assessment schedule indicating the days/evenings and times assessment will be conducted. Pre- and post-assessments required by NRS must be administered during these assessment times or as arranged by the test administrator with a particular class or individual.

13. The state has set a minimum goal of 60% for the number of adult learners receiving both a pre- and post-assessment during the fiscal year. However, programs should make every attempt to attain both pre- and post-assessment scores from all of their enrolled participants.

14. All assessment data (pre- and post-tests) must be entered into LACES within 4 weeks of the test administration date. Each assessment must be clearly marked with the date of the test administration, and that date must be entered into LACES. All other data (to include course enrollment and attendance) should be entered on a monthly basis at a minimum. Monitoring of this policy will be conducted at the regional and state levels through LACES reports, direct analysis of LACES raw data and the local program desk-top monitoring tool.

15. All program directors must participate in LACES training as provided by state staff during bi-annual directors' meetings or other specialized training. In addition, directors must utilize local data for program planning and improvement and provide annual training for teachers and other local staff in data collection procedures and the use of data. See Specific Assessment Policy III. <u>Required Assessment Training</u>.

16. If a student completes a post-assessment in March, April, May or June of a school year, his/her score may be 'moved forward' in LACES as the student's pre-assessment score for the following school year should the student choose to continue the program. When moving forward assessments, you should move forward the most recent eligible assessment in *each subject area* the student was assessed in rather than only moving forward the assessment you intend to use for initial placement to track the student for the fiscal year.

SPECIFIC ASSESSMENT POLICY

I. ADULT BASIC EDUCATION AND ADULT SECONDARY EDUCATION:

1. In compliance with the NRS, all Adult Basic Education (ABE) learners and Adult Secondary Education (ASE) learners must be assessed at intake with the Tests of Adult Basic Education (TABE) using Forms 9 and 10. See Appendix C: TABE Information.

2. All TABE scores must be entered into LACES (except as noted in #4 below). Test results are to be used for placement into the appropriate instructional program and for assigning an appropriate educational functioning level. Initial placement may be set using any subject area of pre-tests given. See Appendix B: NRS Educational Functioning Level Table: Outcome Measures Definitions.

3. The TABE Complete Battery is the required assessment instrument. All core TABE tests – Reading, Total Math (Applied Math and Math Computation) or Language – or any combination thereof may be administered, depending on the learner's educational goal and the area(s) in which instruction may be focused. Educational level gain can be made and reflected as measurable skill gains on NRS Tables for any subject area tested.

4. All 11th or 12th grade high school diploma students (grade placement determined by district rules pertaining to units of credit earned) must be leveled in LACES with the Adult High School "assessment" (AHS) which will automatically place them in the High Adult Secondary EFL. TABE pre-testing of these students is optional* but may be useful if the student decides to change his program of study to preparation for the high school equivalency tests. The change would be made in LACES and a TABE pre-test score would be required to assign an appropriate educational functioning level. *11th-12th grade students seeking enrollment in an approved distance education course may be assessed with TABE Reading to determine the student's reading level. A scale score at or above 567 is recommended to ensure appropriate placement in the program. The TABE test score is entered into LACES but not tracked for educational gain.

5. Programs must use the TABE Locator test to determine the appropriate level of TABE (Easy, Medium, Difficult, or Advanced) to administer; however, learners who present themselves as non-readers may be first evaluated with the TABE Word List. Publisher's guidelines should then be used to determine whether to administer the TABE Locator or TABE Level L (Literacy).

6. For learners with disabilities, follow CTB's recommended guidelines for inclusiveness and accommodation in test administration. These accommodations are contained in the publication, *Guidelines for Inclusive Test Administration.* http://tabetest.com/PDFs/TABE_Guidelines_to_Inclusive_Testing_2017.pdf.
If, however, a learner lacks sufficient skills to be validly assessed with the TABE test, the learner's file must contain documentation stating that he/she could not be assessed.

I. ADULT BASIC EDUCATION AND ADULT SECONDARY EDUCATION: (continued)

7. The same level of TABE must be used for pre- and post-assessment, except when a learner's pre-test score places him near the top of a level's range. For example, if a learner took TABE, Level M, Form 9 as a pre-test and scored a 9.4 grade equivalent, he should take the TABE, Level D, Form 9 or 10 as the post-test because 9.9 is the highest a learner can score on TABE, Level M.

8. Alternate TABE test forms must be used for the pre- and post-assessment to prevent the learner from becoming familiar with a particular test's content. For example, if Form 9 is administered as a pre-test, Form 10 must be administered as a post-test, following the test publisher's guidelines. The number of instructional hours between each test given (pre/post or post/post) must always follow the guidelines. See TABE Post-Testing table below and #11 for exceptions.

9. Use of the Braille or Audio version of the TABE requires that the same form be used for both the pre- and post-test. In this case, the test publisher recommends 120 hours of instruction occur between the two.

10. Programs must adhere to the following schedule of instructional time between the pre- and post-test as established by the test publisher and required by the NRS.

TABE Post-Testing With Alternate Forms*

NRS Educational Functioning Level at entry (pre-test score)	Recommended hours of instruction prior to post-test	Minimum required hours of instruction prior to post-test	NRS Core Outcome Measure #1: Educational Gain – Completion or Advancement of Educational Functioning Level
Beginning ABE Literacy – Level 1 (GE 0-1.9)	50-60 hours	40 hours	Achievement of Grade Equivalent Score ≥ 2.0
Beginning Basic Education – Level 2 (GE 2-3.9)			Achievement of Grade Equivalent Score ≥ 4.0
Low Intermediate Basic Education – Level 3 (GE 4-5.9)			Achievement of Grade Equivalent Score ≥ 6.0
High Intermediate Basic Education – Level 4 (GE 6-8.9)			Achievement of Grade Equivalent Score ≥ 9.0
Low Adult Secondary Education – Level 5 (GE 9-10.9)	30-59 hours	30 hours	Achievement of Grade Equivalent Score ≥ 11.0
High Adult Secondary Education – Level 6 (GE 11-12)	Not Applicable	Not Applicable	Completion of HSD or high school equivalency

*GE = Grade Equivalent. Consult *TABE Forms 9 & 10 Norms Book for Complete Battery and Survey* for the scale score corresponding with each grade equivalent for each of the core subtests: Reading; Total Mathematics (Mathematics Computation and Applied Mathematics); or Language.

I. ADULT BASIC EDUCATION AND ADULT SECONDARY EDUCATION: (continued)

11. Exceptions to the 40 hours of instruction prior to TABE post-assessment are:

    - Students whose pre-test scores place them at the Low Adult Secondary EFL (ABE Level 5). Upon intake, the student must have the designation of "L" entered into the LACES Keyword 2 field.

    - Work Readiness Credential Students– This is a special class of short duration for students who only desire to study for a work readiness credential (i.e., ACT National Career Readiness Certificate (NCRC)). To facilitate a successful outcome in this class, it is suggested that participants are limited to students whose TABE pre-test scale scores are ≥442 on Total Math and ≥461 in Reading. The 40 hour rule will be waived and a TABE post-assessment may be administered when the student has completed a minimum of 30 instructional hours. Hours spent post-testing cannot be counted as part of the minimum 30 instructional hours. To note this exception to the 40 hour rule, upon intake, the student must have the designation of "W" entered into the LACES Keyword 2 field. This exception can be used for <u>one, single post-test</u> in a fiscal year. Any subsequent post-testing of the student to make an initial or additional gain must follow the 40 hour rule.

12. To determine level advancement or completion (educational gain), NRS Levels 1 - 5 students must be post-tested after the required number of instructional hours. Measurable Skill Gain via EFL gain may be measured with a post-test in **any** subject area in which a participant was pre-tested. The post-test scale scores are used to establish gain (if any). Scale scores obtained in one content area should not be compared to scale scores in another content area because separate scales were developed for each TABE 9 & 10 content area.

13. One Measurable Skill Gain will be reported per POP. Multiple educational level gains will be documented on the NRS Tables if they occur in multiple POPs. Within a single POP, if a student has made an educational gain, we do not recommend multiple post-tests. In the case of multiple post-tests, a program must adhere to the recommended hours of instruction between test administrations and must alternate test forms. **In no situation should a TABE subject be administered as a "progress test".**

14. Training for TABE 11/12 will start in March 2018. SC plans to allow access to TABE 11/12 starting July 1, 2018. Providers will be allowed to continue TABE 9/10 through September 30, 2018. On October 1, 2018, all providers will be required to use TABE 11/12.

SPECIFIC ASSESSMENT POLICY

II. <u>ENGLISH AS A SECOND LANGUAGE</u>

1. All English as a Second Language (ESL) learners must be assessed at intake or prior to receiving twelve (12) hours of instruction for placement. Test results are to be used for assigning an appropriate educational functioning level. See Appendix B: NRS Educational Functioning Level Table: Outcome Measures Definitions.

2. The two state approved ESL assessments are BEST Plus 2.0 and BEST Literacy, but BEST Plus 2.0 is preferred for students with limited oral language proficiency.

3. BEST Plus 2.0 must be administered one-on-one, using the computer adaptive or print version.

4. BEST Literacy may be administered to a group or to an individual.

5. BEST Literacy, Forms B, C, and D *may be used as an initial assessment* but only with students who exhibit some English reading and writing ability demonstrated through appropriate responses on the top section of the English version of the Standardized Registration form OR a similar tool.

6. BEST Plus 2.0 and BEST Literacy may be used alone or in tandem as a battery to measure English language proficiency. Regardless of the EFL level assigned to a student at intake, if both BEST Plus and BEST Literacy assessments are given, an EFL gain on either assessment will result in an NRS level gain.

7. All ESL learners must be pre- and post-tested with BEST Plus 2.0 or BEST Literacy, <u>using alternate forms when applicable</u>, in order to document educational gains.

8. ESL learners should be post-tested with BEST Plus and/or BEST Literacy after they have completed the recommended 80-100 hours of instruction, but no less than a minimum of 60 hours of instruction. Pre- and post-tests must use the same assessment instrument (either BEST Plus, BEST Literacy or both). EFL level gain can be made with either test. It is not necessary to post-test using both instruments if both assessments are administered as pre-tests.

9. Any ESL student with a BEST Plus 2.0 pre-test scale score higher than 564 or a BEST Literacy pre-test scale score higher than 75 must be given a different assessment within the time guideline noted in #1 above. If both ESL assessments have been exhausted, the ESL student must be tested with TABE Locator and then assessed with the appropriate form of TABE. Such students will no longer be technically considered an ESL student as defined by the NRS as TABE is not an acceptable ESL assessment instrument in SC.

10. Regardless of the assessment used to level the student, any student learning English as a second language may attend ESL classes and/or have ESL listed as his/her LACES primary program.

11. An ESL student is not required to complete the 'Advanced ESL' EFL before transitioning to ABE/ASE if the teacher feels the student is ready.

12. All BEST Plus 2.0 and BEST Literacy Test Administrators must be trained as outlined in Specific Assessment Policy III Required Assessment Training.

SPECIFIC ASSESSMENT POLICY

III. REQUIRED ASSESSMENT TRAINING

A. GENERAL INFORMATION

To ensure that local programs follow state policy and that information on student educational levels is reported consistently and reliably across the state, **all test administrators/coordinators, LACES staff, program directors and program coordinators** must complete SC Assessment Policy training AND must be qualified in each area in which they plan to administer assessments. Designated staff must:

- Successfully complete SC Assessment Policy training **prior to ANY standardized test administration.**

- Successfully complete TABE, BEST Plus 2.0, or BEST Literacy test administrator training prior to initial administration of the individual test AND when changes in policy or test administration occur OR as indicated in Specific Assessment Policy. Assessment Policy certificates will be issued to those successfully completing all aspects of training. All program directors and coordinators must verify that they and their test administrator(s) and test coordinator(s) have completed the required training. Verification must be available for review during OAE on-site monitoring visits and/or for formal Local Program Review (LPR).

B. SC ASSESSMENT POLICY TRAINING

The SC Assessment Policy training will consist of the following topics:

- A thorough review of NRS requirements concerning core measures, NRS definitions, assessment, and educational gain
- South Carolina's Assessment Policy
- South Carolina's Standardized Testing Procedures
- Information on the proper use, administration, and scoring of assessments

The training will be provided by the South Carolina Office of Adult Education, as coordinated by the SC Adult Education Professional Development and Technical Assistance Network (TAN). Assessment training schedules are published at the beginning of each fiscal year.

Prior to participating in Assessment Policy Training, the participant must complete the SC Assessment Policy Training Participant Agreement Form and fulfill the requirements. The form must be submitted to the TAN Trainer prior to the day of the training. The form can be found on www.scTAN.org (www.scraetac.org) under Administrative Resources, SC Assessment Policy.

SPECIFIC ASSESSMENT POLICY

B. SC ASSESSMENT POLICY TRAINING (continued)

2018-2019 SC Assessment Policy Training Schedule		
Staff Member	Full Assessment Policy Training	Update Assessment Policy Training
New Director	**Fall Training** - provided by TAN Trainers or OAE staff	Not Applicable
New Designated Staff	**Fall Training** or ASAP upon hire – provided by TAN Trainers	Not Applicable
Veteran Director	It is the Director's responsibility to remain current on all AP updates. Veteran Directors may attend full AP Policy training at their discretion; otherwise, training will be required ASAP if the Director's program is cited during LPR for non-compliance with Assessment Policy	**Fall Training** - provided by OAE staff. Required for Veteran Directors who must complete the Update AP Training before they can provide the training to veteran staff.
Veteran Designated Staff	ASAP upon notification by Director OR by OAE staff if the local program is cited during LPR for non-compliance with Assessment Policy.	**Fall Training** - provided by Veteran Directors upon completion of OAE Update AP Training.*

This is the ideal order of events. Special circumstances preventing this arrangement can be considered for approval. Programs should contact their TAN Trainers for guidance.

*   All Designated Veteran staff members are required to have annual Assessment Policy Update training. If Veteran staff does not receive the Update AP Training by the end of the second quarter, he/she will be suspended from administering any assessment, and will be required to attend a Full Assessment Policy training the following year in order to be in compliance and continue as an administrator of a specific assessment.

C. LOCAL PROGRAM TRAINING

In addition to the training detailed above, program directors or coordinators must provide annual training for teachers and other local staff involved in gathering, analyzing, compiling and reporting assessment and other data for the NRS. The training must provide a clear description and understanding of each staff member's role and responsibilities for NRS data collection and analysis. A written policy and staff development agenda that outlines the required training must be available for review during OAE on-site monitoring visits and/or for formal Local Program Review (LPR).

SPECIFIC ASSESSMENT POLICY

III. REQUIRED ASSESSMENT TRAINING (continued)

D. TABE TRAINING

1. **TABE Test Administrator Training** will be conducted quarterly as needed by the TAN Trainers. Local program test coordinators, test administrators, program directors and program coordinators who are responsible for coordinating, administering, or proctoring TABE assessments are required to attend TABE training. The training is also recommended for staff members who interpret TABE scores. Training participants should bring with them a copy of the *TABE 9 & 10 Complete Battery Test Directions*. Successful completion of the training must be documented before staff can administer any element of TABE.

2. **TABE for Practitioners Training** is offered annually in each region of the state. This specialized training is designed for Directors and instructors to provide a deeper understanding of the content of the TABE tests and to encourage wider utilization of various related resources to target instruction that facilitates student gain and supports college and career readiness skills. The relationship between TABE and LACES data (NRS EFLs) is also explored and defined through the hands-on analysis of student assessment data. OAE strongly encourages all staff to participate in this valuable training.

SPECIFIC ASSESSMENT POLICY

III. REQUIRED ASSESSMENT TRAINING (continued)

E. BEST Plus 2.0 TEST ADMINISTRATOR TRAINING

➢ Requirements of BEST Plus 2.0 Test Administrators

The BEST Plus 2.0 test is a face-to-face oral test, so the test administrators play a crucial role in administering and scoring the test consistently and accurately. Because of the **critical nature of the test administrator's role**, the Center for Applied Linguistics (CAL) recommends that these individuals possess the following characteristics:

- An excellent command of the English language
- The ability to set nervous people at ease
- Experience and comfort interacting with non-native English speakers
- Good hearing
- The ability to follow directions as set forth in the Test Administrator Guide

Test administrators giving the computer adaptive version of the test must also be comfortable using a computer. This means he or she must possess:

- Familiarity with using a mouse or command keys
- Ability to save data on both a hard drive and a disk
- Enough familiarity with computers to follow the instructions for administering the computer-adaptive version of BEST Plus 2.0
- Access to a local technical person to assist with technical issues

➢ First Year Training: BEST Plus 2.0

Prospective test administrators possessing the required qualities will need to successfully complete both parts of the BEST Plus Test Administrator (BPTA) Workshop **before administering the test** (in addition to the required SC Assessment Policy Training). Within 6-months of completing the BPTA Workshop Parts I and II, a third training, the BEST Plus Scoring 'Refresher' (BPSR) Training is also required. Test Administrators with a 'Conditionally Qualified' (CQ) status after the 'Refresher' training must also attend the Conditionally Qualified (CQ) Workshop.

First Year Training Requirements:

- BPTA Workshop Part I- a 6-hour, face-to-face training
- BPTA Workshop Part II- a 1-hour webinar
- 'Refresher' Training- a 4-hour, face-to-face training
  - CQ Workshop (if Conditionally or Not Qualified)- a 2-3 hour, face-to-face training

III. REQUIRED ASSESSMENT TRAINING (continued)

E. BEST Plus 2.0 TEST ADMINISTRATOR TRAINING (continued)

BPTA WORKSHOP PART I: During this Workshop, the Trainer will observe the participants and take note of their scoring performance and technical ability. Afterwards, all participants and their Directors receive a feedback form indicating whether or not they can move forward in the training process noting one of these possible results:

1. **Satisfactory Completion**:   Participants satisfactorily completing the BPTA Workshop Part I **may NOT administer the BEST Plus 2.0** to enrolled students but must proceed with the Current School Year Action Plan as noted on his or her Feedback form:
   - Complete and review answers to Cooperative Reading activity (section V, pages 16-18 in Test Administrator Guide 'TAG').
   - Practice giving the BEST Plus 2.0 10 times with the black BEST Plus 2.0 CD with anyone EXCEPT for currently enrolled ESL students.
   - Observe at least one 'Fully Qualified' (FQ) BEST Plus 2.0 Test Administrator give the test to a student.
   - Complete official training on the SC Assessment Policy as coordinated by the TAN system.
   - Attend the BEST Plus Test Administrator Workshop Part II Webinar.

Any participant who does not complete this plan above within the current school year must begin the qualification process anew, retaking the BEST Plus Test Administrator Workshop in its entirety if he or she wants to continue pursuing qualification.

2. **Not Qualified' (NQ):** Even with the proper training, some teachers are not able to be successful test administrators. Participants exhibiting a high percentage of scoring irregularities or deficient technological skills will be considered 'Not Qualified'. **A 'Not Qualified' Test Administrator may NOT administer the BEST Plus 2.0 under any circumstances.**

BEST Plus Test Administrator Workshop Part I				
Qualification Status	**Can give BEST Plus 2.0?**	**Current School Year Action Plan:**	**Next Step**	**When**
Completed	**No**	- Review p.16-18 in 'TAG.' - Practice 10 times with the black BEST Plus 2.0 CD with non-students. - Observe at least one FQ BEST Plus 2.0 TA give the test. - Complete official training on SC Assessment Policy (AP).	Attend BPTA Part II Webinar	Within Current School Year
Not Qualified	**No**	N/A	N/A	N/A
SPECIFIC ASSESSMENT POLICY				

E. BEST Plus 2.0 TEST ADMINISTRATOR TRAINING (continued)

BPTA WORKSHOP PART II: During this webinar, the Trainers will review key information needed to administer the BEST Plus 2.0 test including buying and activating tests and using the print-based version. Upon successful completion of the BPTA Workshop Part II Webinar, participants and their Directors will be given a feedback form granting them 'Pre-Qualified' (PQ) status—good for only 6 months.

1. **'Pre-Qualified' (PQ)**: **This individual MAY administer the BEST Plus 2.0 to enrolled ESL students for a 6-month period** but will need to proceed with the Current School Year Action Plan as noted on his or her feedback form:
   - Administer the BEST Plus 2.0 to enrolled ESL students for at least 6 weeks.
   - Take the BEST Plus Scoring 'Refresher' (BPSR) Training within 6 months.

If PQ participants do not take the BPSR Training within 6 months, their pre-qualified status will expire, defaulting them back to NQ status. They will need to retake both parts of the BPTA Workshop in their entirety if they want to continue resume pursuing qualification.

BEST Plus Test Administrator Workshop Part II Webinar				
Qualification Status	**Can give BEST Plus 2.0?**	**Current School Year Action Plan:**	**Next Step**	**When**
Pre-Qualified	**Yes***	Administer the BEST Plus 2.0 to enrolled ESL students for at least 6 weeks.	Attend 'Refresher' Training	Within 6 months
*If PQ participants do not take the 'Refresher' Training within 6 months, their pre-qualified status will expire, defaulting them back to NQ status. They will need to retake the BPTA Workshop in its entirety if they want to continue pursuing qualification.				
Not Qualified	**No**	See BPTA Part I Action Plan Above.	Attend BPTA Part II Webinar	Within Current School Year

SPECIFIC ASSESSMENT POLICY

'REFRESHER' TRAINING: During the 'Refresher' Training, the test administrators will review and recalibrate their scoring in order to ensure reliable assessment data culminating in the completion of a scoring activity. This activity has a final score for each BEST Plus 2.0 scoring category: Listening Comprehension, Language Complexity, and Communication. Possible scoring accuracy results for each of these sections are as follows:

- "Recommended"   90% - 100% Listening Comprehension
                         75% - 100% Language Complexity and Communication
- "Acceptable"   80% - 89% Listening Comprehension
                         65% - 74% Language Complexity Communication
- "**Unacceptable**"   **79% and below Listening Comprehension**
                         64% and below Language Complexity and Communication

Scoring Accuracy and Qualifications for BEST Plus 2.0 Test Administrators:
- **0** Unacceptable Scores: **Fully Qualified** to administer BEST Plus 2.0 to students
- **1** Unacceptable Score: **Conditionally Qualified** to administer BEST Plus 2.0 to students
- **2 or 3** Unacceptable Scores: **Not Qualified** to administer BEST Plus 2.0 to students;

Afterwards, all participants and their Directors will receive a feedback form indicating their qualification status.

1. **'Fully Qualified' (FQ) Status: The participant may continue to administer the BEST Plus 2.0 to enrolled ESL students.** No further action is required in the current school year.

2. **'Conditionally Qualified' (CQ): The participant MAY continue testing but needs additional work on the scoring rubric**. He or she will need to proceed with the Current School Year Action Plan as noted on his or her feedback form:
   - Attend Conditionally Qualified (CQ) workshop as soon as possible.
   - Practice giving the BEST Plus 2.0 10 times with the black BEST Plus 2.0 CD with anyone EXCEPT for currently enrolled ESL students.
   - Observe at least one 'Fully Qualified' BEST Plus 2.0 Test Administrator give the test to a student.
   - Provide Program Director with documentation of the above.

3. **'Not Qualified' (NQ): The participant should NOT continue testing** and may need to be excused from pursuing BEST Plus 2.0 qualification.

Conditionally Qualified (CQ) Workshop: During the CQ Workshop, participants will review in detail and practice scoring the qualities of the three BEST Plus 2.0 categories: listening comprehension, language complexity and communication.

SPECIFIC ASSESSMENT POLICY

BEST Plus Scoring Refresher Training				
Qualification Status	Can give BEST Plus 2.0?	Current School Year Action Plan:	Next Step(s)	When
Fully Qualified	**Yes**	N/A	Attend AP Training	Every year
			Attend 'Refresher'	**Every other** year
Conditionally Qualified	**Yes****	• Practice 10 times with the black BEST Plus 2.0 CD with non-students. • Observe at least one FQ BEST Plus 2.0 TA give the test. • Provide Program Director with documentation of the above.	Attend AP training	Every year
			Attend CQ Workshop, if possible	ASAP Within Current School Year
			'Refresher' Training	**Every** year, until FQ status is attained

**** If CQ Current School Year Action Plan is not completed,
participants will begin the following school year with a Not Qualified (NQ) status and
must retake the 'Refresher' achieving an FQ or CQ status BEFORE ADMINISTERING ANY TEST.**

Not Qualified	**No*****	• Practice 10 times with the black BEST Plus 2.0 CD with non-students. • Observe three+ FQ BEST Plus 2.0 Test Administrators give the test.	• Attend CQ workshop • Complete 'Refresher' w/ CQ or FQ status	Within Current School Year

*****Based on these results, we do not recommend NQ individuals for service in this capacity.
However, if participants wish to persist, they must complete the Action Plan above within the current
school year. If not, they must retake the BEST Plus 2.0 initial year training in its entirety.**

➢ **Subsequent Year Training: BEST Plus 2.0**
   After successful completion of the first year training, qualified test administrators
   must complete the following each year.
   • Update Assessment Policy Training
   • 'Refresher' Training- a 4-hour, face-to-face training

➢ Records will be maintained in Pro-D and shared with OAE.

SPECIFIC ASSESSMENT POLICY

III. REQUIRED ASSESSMENT TRAINING (continued)

F. BEST Literacy TEST ADMINISTRATOR TRAINING

➢ The BEST Literacy Test may only be administered upon completion of Assessment Policy Training and the following:

- Test Administrators must thoroughly read and review the BEST Literacy Test Manual (2008 edition) in its entirety and pass the OAE BEST Literacy Administrator's Assessment with a score equal to or greater than 85% prior to test administration. Directions on how to access this assessment will be found on the TAN website.
- After taking the Administrator's Assessment, prospective test administrators and their Directors will receive an e-mail from OAE notifying them of the results. The BEST Literacy Test may NOT be administered until the Director receives this official notice.

    1. 'Fully Qualified' (FQ) Status: Participants achieved a score equal to or greater than 85% may administer BEST Literacy to enrolled ESL students. No further action is required in current or subsequent school years.

    2. 'Not Qualified' (NQ) Status: Participants achieved a score of 84% or lower and **may NOT administer BEST Literacy to enrolled ESL students.** If they wish to pursue qualification, they will need to proceed with the Current School Year Action Plan:
        - Read and study BEST Literacy Test Manual.
        - Provide Program Director with documentation of the above.
        - Retake the BEST Literacy Test Administrator's Assessment

- The OAE BEST Literacy Administrator's Assessment may only be taken twice in any given school year. If an individual does not become fully qualified after the second attempt, he or she must wait until the following school year to renew the process.

BEST Literacy Test Administrator Training					
Qualification Status		**Can give BEST Literacy?**	**Current School Year Action Plan:**	**Next Step**	**When**
Fully Qualified	**Score: 85%-100%**	**Yes**	None Required	N/A	N/A
Not Qualified	**Score: 0-84%**	**No**	• Read and study BEST Literacy Test Manual. • Meet with Regional ESL Consultant. • Give Director documentation.	Retake BEST Literacy Assessment	TBD by participant

SPECIFIC ASSESSMENT POLICY

IV. STANDARDIZED TESTING PROCEDURES

Secure All Testing Materials:

- Keep all print testing materials in a locked cabinet in a secure location.
- Periodically check to see that all print materials are in good condition.
- Erase any stray pencil marks and discard old and damaged print testing materials properly.
- Shred old printed test booklets and answer sheets before discarding.

Prepare Students for Testing:

- **Assessment must be an activity unto itself.** Provide an environment that is comfortable, quiet (free from distraction), and has adequate lighting.
- Provide students a testing schedule and adhere to the testing times.
- Explain the purpose of the test. For example: "This assessment will be helpful in identifying skills already mastered and those you need to learn."
- Explain the directions for the test carefully.
- Tell the students to expect that they will not be able to answer some items.
- Ask students to skip questions they do not know how to answer.
- Provide paper for students to perform math calculations on the TABE only.
- Inform students that each test will be timed.
- For the print assessment, complete the practice exercise with the students. Check to see that students understand how to fill in the answer sheet.

During the Testing Process

- For print assessment:
  - Follow all test administrator manual directions.
  - Provide scrap paper to discourage writing in the test booklet if using the TABE assessment.
  - Verify that students are working in the correct test booklet.
  - Check to see that students are marking answers in the correct manner and place.
  - Check to see that students are marking one answer per question.
- Ensure that there is no talking or sharing of answers.
- Encourage students to do their best.
- Monitor test takers by walking around the room observing – avoiding sitting at a desk and becoming occupied with other tasks.
- **Remain in the testing room at all times.**

SPECIFIC ASSESSMENT POLICY

IV. STANDARDIZED TESTING PROCEDURES (continued)

After Testing

- Collect all test materials and scrap paper.
- Score tests as soon as possible.
- Provide students with verbal feedback on the results of their tests. Discuss skills/scale scores but never grade levels.
- Emphasize the importance of the assessment process in its ability to help the teacher develop a Study Plan for the student.
- Determine appropriate placement for students based on test results.
- Maintain the student's self-esteem by using assessment in a positive manner.

SPECIFIC ASSESSMENT POLICY

V. ASSESSING STUDENTS WITH DISABILITIES

The federal Individuals with Disabilities Education Act (IDEA) (34 CFR § 300.160(a)) and state laws stipulate that students who provide evidence of professionally documented disabilities be provided appropriate accommodations during the assessment process. Through student interview during the intake process, programs should make every effort to identify those students who have (or have had) an Individualized Education Plan (IEP), 504 plan or other documentation that specifies the need for accommodations during instruction and/or assessment.

The IDEA also includes the Child Find mandate which requires all school districts to identify, locate and evaluate all children with disabilities through age 21 (20 U.S.C. 1412(a)(3)). The Child Find mandate applies to any student regardless of whether he or she is transferring from another district or another state. The simplest way to adhere to this mandate is to obtain a high school transcript or otherwise consult with the sending school (database access, consulting with the counselor or Special Education Director, etc.).

If a student self-identifies a disability, it is the responsibility of the local program to provide reasonable accommodations. Local programs may not deny or prevent access to services based on a learner's disability. Depending on the age of the student, the local program may be required to absorb the costs related to the accommodations.

To ensure that appropriate accommodations are provided for all assessment activity and to comply with NRS guidelines, please utilize the following procedure:
1. **Before administering an assessment** for an incoming student up to age 21, determine if any documentation of accommodations exists, and if so, what accommodations, if any, are required;
2. **Provide required accommodations when administering the assessment**, making a notation on the student's assessment score report and in LACES;
3. **Ensure the same accommodations are utilized with the student when post-testing**, also noting on the student's assessment score report and in LACES.

In the event that a student with an active IEP, 504, or other accommodation documentation is mistakenly given an assessment without the required accommodation, the program may give a new pre-test(the alternate form). See below for the solution to ensure assessment compliance.

RE-TESTING COMPLIANCE		
SITUATION	**RESULTING ISSUE**	**SOLUTION**
1) During the fiscal year, a previously pre-tested student is determined to have an IEP, 504, or other accommodation documentation which requires assessment accommodations. A new pre-test (the alternate form) may be administered, and the new pre-test score is entered into LACES.	In LACES, the absence of required instructional hours between pre- and "post-test" dates will make the second pre-test administration *appear* to be **out of compliance** with the Assessment Policy.	Each occurrence must be reviewed and reconciled with the OAE Data Coordinator.

SPECIFIC ASSESSMENT POLICY

VI. PROVIDING APPROPRIATE ACCOMMODATIONS

The publishers of all tests listed in this policy manual call for an inclusive assessment process and offer guidelines for providing accommodations based on recent research. Educators and test administrators are cautioned to follow the guidelines offered by test publishers. See below for sample test modifications for students with disabilities.

The assessment process may be impacted by the accommodation(s) that is provided, and therefore, should be carefully controlled and documented.

SAMPLE MODIFICATIONS FOR STUDENTS WITH DISABILITIES

- Flexible scheduling
    - frequent rest breaks
    - testing at a different time of day
    - several brief testing sessions during a day
- Flexible setting
    - individually with a proctor
    - study carrel or separate room
    - special lighting, equipment, acoustics
- Flexible responding
    - oral or signed response
    - response of word processor
    - Braille
- Flexible presentation
    - mechanical aids
    - readers
    - revised formats such as Braille or large print or sign language presentation
- Flexible timing
    - additional time or extended time

Note: South Carolina's Office of Adult Education recommends that adult education programs follow accommodation procedures approved by the test's publisher. Refer to the publisher's Test Administration Manual for details.

SPECIFIC ASSESSMENT POLICY

VI. DISTANCE EDUCATION

Distance Education

Distance Education is formal learning activity where students and instructors are separated by geography, time or both for the majority of the instructional period (more than 50%). Distance learning materials are delivered through a variety of media including, but not limited to, print, audio recording, videotape, broadcasts, computer software, web-based programs and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail or online technologies and software.

Distance Learners

Distance Learners are students who receive the majority of their education services at a distance, as defined above. If a learner is concurrently enrolled in distance education and traditional classroom instruction during a program year, the student is classified a distance learner only if the majority of his contact hours are at a distance.

Approved Curricula

The list of approved distance education curricula is updated annually and can be found in the current edition of Focus on the Future, accessed on the TAN website, www.scTAN.org (www.scraetac.org).

The approved curricula provide a measure of the time a learner is engaged in the online or stand-alone software program. Other curricula meeting this standard may be submitted to our office for approval throughout the school year.

Measuring Contact Hours for Students in Distance Education

Distance learners must have at least 12 hours of contact with the program before they can be counted for federal reporting purposes. The contact hours for distance learners can be a combination of actual contact and contact through telephone, video, teleconference or online communication, where student and program staff can interact and through which learner identity is verifiable; however, the initial 12 hours of participation should occur on-site through face-to-face instruction.

The initial 12 hours should include the program orientation, pre-assessment, one-on-one counseling with goal identification and determination of distance learning compatibility. *Programs may choose to waive this on-site requirement (except for pre-assessment) for students who demonstrate an exceptional capacity for distance learning, but this is **not recommended** for first-time VirtualSC students.*

Programs will report actual and proxy contact hours of time students spend on distance learning activities. The OCTAE approved Clock Time Model assigns proxy contact hours based on the elapsed time that a learner is connected to, or engaged in, an online or stand-alone software program that tracks time.

VI. DISTANCE EDUCATION (continued)

Measuring Contact Hours for Students in Distance Education (continued)

Teachers will record student hours accessed from the distance education curriculum's reports and submit student hours according to local program data collection procedures. For VirtualSC users, Virtual Learning Coordinators will work with VirtualSC teachers to determine student contact hours and then report those hours according to local program data collection procedures.

For learners who receive both distance education and traditional classroom instruction during a program year (such as a blended distance-classroom approach or concurrent enrollment in both types of instruction), both types of hours should be entered into LACES. LACES will then classify the learner based on which instructional modality was used the majority of the time (more than 50%).

Assessment of Students in Distance Education

Pre- and post- assessments of distance learners are conducted according to state assessment policy through face-to-face interaction with a trained test administrator. Distance learners are to be post-tested after the same amount of instructional time as traditional ABE students and ESL students (see Specific Assessment Policy I. Adult Basic Education and Adult Secondary Education and II. English as a Second Language.) Actual and proxy contact hours should be combined to determine the appropriate time for post-assessment the student.

NRS Reporting of Students in Distance Education

Programs will report all required NRS data elements on distance learners in all NRS tables, according to current requirements. Both actual and proxy contact hours are reported in Table 4.

Programs must also report data on distance learners separately in Table 4C, identical to NRS Table 4, and in Table 5A, identical to Table 5. Only students in distance education are to be reported in the tables and all contact hours (proxy and actual) are to be reported in Table 4C.

The definitions listed below are taken from the publication, *Measures and Methods for the National Reporting System for Adult Education* (June 2013). These definitions are provided by the Division of Adult Education and Literacy from the Office of Career, Technology and Adult Education with the United States Department of Education. The South Carolina Office of Adult Education requires that all adult education programs receiving federal funding adhere to these definitions. For further explanation of the NRS framework and operation, please refer to the publication cited above.

MEASURABLE SKILL GAINS (MSG)
Required By NRS (Tables 4, 4A, 4B & 4C)

MSG #1: Educational Functioning Level Gain
Definition: Learner completes or advances one or more educational functioning levels from starting level measured on entry into the program. See Appendix B for entry-level descriptors.

- **Educational functioning level (EFL) gain** occurs when a student completes or advances one or more educational functioning levels from his/her initial level as measured upon entry into the adult education program.

- **Completion of Carnegie Unit:** A gain can only be achieved if the student is enrolled in a high school diploma program and acquires enough credits to move to 11th or 12th grade status from a 9th or 10th grade status. (Based on the school district's requirements for grade completion.)

- **Enrollment in Postsecondary After Adult Ed Program Exit:** Students who exit an adult education program and enroll in postsecondary education or Training can be marked as having an EFL gain.

- **Applicable Population:** All learners

- **Collection Procedure:** At intake, an individual learner's educational functioning level is determined within the functional level descriptors, using a uniform, standardized assessment procedure approved by the state. The local program need not assess the learner in all areas, but the assessment should be in the areas in which instruction will be focused.

- **Federal Reporting:** Total number of learners who complete a level during the program is reported and a rate or percentage of level completion can be computed.

MSG #2: Secondary School Diploma (SSD)

Definition: Learner obtains a state issued High School Diploma or its equivalent (GED/TASC).

- **Applicable Population:** All learners

- **Collection Procedure:** At intake, an individual learner's educational goals are evaluated and they are then enrolled in the appropriate program. All students with the exception of 11th and 12th grade High School Diploma students may be assessed to determine educational functioning level.

- **Federal Reporting:** Total number of learners who complete an SSD during the program is reported and a rate or percentage of level completion can be computed.

Table 4
Measurable Skill Gains by Entry Level

Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its equivalent, and periods of participation outcomes.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for all participants (C)	Number who achieved at least one educational functioning level gain (D)	Number who attained a secondary school diploma or its equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total number of Periods of Participation (I)	Total number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ABE Level 1										
ABE Level 2										
ABE Level 3										
ABE Level 4										
ABE Level 5										
ABE Level 6										
ABE Total										
ESL Level 1										
ESL Level 2										
ESL Level 3										
ESL Level 4										
ESL Level 5										
ESL Level 6										
ESL Total										
Grand Total										

Table 4: Measurable Skill Gains by Entry Level *Notes*

- Use participant's pretest score for initial placement in this table.

- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation.

- Count each participant only once in columns D through G. Total number of participants in column B should equal corresponding total number of participants in other NRS tables. Report the most recent measurable skill gain for a participant who achieved more than one measurable skill gain during a period of participation.

- The number in column D is the number of participants who completed one or more Educational Functioning Level gains as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units: or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.

- Column E is the number of participants who attained a secondary school diploma or its equivalent.

- Enter only the most recent achievement, if attained, per participant in column D or column E.

- Column F is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services, activities, or follow-up services), and there are no plans to provide the participant with future services.

- Column G is number of participants who remain enrolled and achieved no measurable skill gain.

- Column $D + E + F + G$ should equal the total in column $B.$

- Column H is calculated using the following formula: (Column H) = $\frac{\text{(Column D + Column E)}}{\text{(Column B)}}$

- Column I is the total number of periods of participation for each participant. A participant may have more than one period of participation.

- Column J is the number of periods of participation in which a Measurable Skill Gain is achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Participants may achieve more than one gain per period of participation. However, a maximum of one gain per period of participation is reported in column J.

- Column K is calculated using the following formula: (Column H) = $\frac{\text{(Column J)}}{\text{(Column I)}}$

Table 4A
Educational Functioning Level Gain
English Language Arts/Literacy, Mathematics, Carnegie Units / Credits, and Transition to Postsecondary Education by Entry Level

Enter number of participants for each category listed, and number of participants achieving each educational gain at each level.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Number with EFL Gain For ELA/Literacy or ELP* by pre-posttesting (C)	Percentage Achieving ELA/Literacy or ELP* EFL Gains (D)	Number with EFL Gain For Math by pre-posttesting (E)	Percentage Achieving Math EFL Gains (F)	Number with EFL Gain by Carnegie Units/ Credits (G)	Percentage Achieving EFLGain by Carnegie Units/ Credits (H)	Number with EFL Gain by Transition to Post-secondary Education (I)	Percentage Achieving EFL Gain by Transition into Postsecondary Education (J)
ABE Level 1									
ABE Level 2									
ABE Level 3									
ABE Level 4									
ABE Level 5									
ABE Level 6									
ABE Total									
ESL Level 1									
ESL Level 2									
ESL Level 3									
ESL Level 4									
ESL Level 5									
ESL Level 6									
ESL Total									
Grand Total									

- Total number of participants in Column B should equal the corresponding total number of participants in other NRS tables.
- Both ELA/literacy and Mathematics level gains must be reported for all participants, if tested in both areas.
- Report Carnegie unit/credit attainment and entry into postsecondary education for participants who achieved these outcomes. Duplicate outcomes are permissible on this table for individual participants.
- Calculate Percentages as follows:

    Column D = Column C/Column B   Column H = Column G/Column B

    Column F = Column E/Column B   Column J = Column I/Column B

*English Language Proficiency

Table 4B
Educational Functioning Level Gain and Attendance for Pre- and Post-tested Participants

Enter the number of pre- and post-tested participants for each category listed, number of post-tested participants achieving at least one educational functioning level gain, and total attendance hours for post-tested participants.

Entering Educational Functioning Level	Total Number Enrolled (B)	Total Attendance Hours	Number with EFL Gain (D)	Number Separated Before Achieving EFL Gain (E)	Number Remaining Within Level (F)	Percentage Achieving EFL Gain (G)
ABE Level 1						
ABE Level 2						
ABE Level 3						
ABE Level 4						
ABE Level 5						
ABE Total						
ESL Level 1						
ESL Level 2						
ESL Level 3						
ESL Level 4						
ESL Level 5						
ESL Level 6						
ESL Total						
Total						

Include in this table only participants who are both pre- and post-tested.
- Column *D* is the total number of participants (both exited and continuing) who achieved at least one EFL gain by completing at least one level through pre- and post-testing.
- Column *E* is the number of participants who achieved no EFL gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services, activities, or follow-up services), and there are no plans to provide the participant with future services.
- Column *F* represents the number of participants still enrolled who are at the same EFL level as when they entered.
- Column *D* + *E* + *F* should equal the total in Column *B*.
- Each row total in Column *G* is calculated using the following formula: (Column G) = (Column D) / (Column B)

Table 4C
Measurable Skill Gains by Entry Level for Participants in
Distance Education

Enter the number of distance education participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its equivalent, and periods of participation outcomes.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for all participants (C)	Number who achieved at least one educational functioning level gain (D)	Number who attained a secondary school diploma or its equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total number of Periods of Participation (I)	Total number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ABE Level 1										
ABE Level 2										
ABE Level 3										
ABE Level 4										
ABE Level 5										
ABE Level 6										
ABE Total										
ESL Level 1										
ESL Level 2										
ESL Level 3										
ESL Level 4										
ESL Level 5										
ESL Level 6										
ESL Total										
Grand Total										

Include in this table only participants who are counted as distance education participants. This table is a subset of the participants reported in Table 4.

Table 4C: Measurable Skill Gains by Entry Level for Participants in Distance Education *Notes*

- Use participant's pretest score for initial placement in this table.

- For the purposes of reporting measurable skill gain on Tables 4, 4C, 8, and 10, each program entry per participant during the reporting period is considered a period of participation

- Count each participant only once in columns D through G.

- The number in column D is the number of participants who completed one or more Educational Functioning Levels gain as measured in one of three ways: 1) by comparing a participant's initial EFL as measured by a pre-test with the participant's EFL as measured by a participant's post-test; or 2) for States that offer high school programs that lead to a secondary school diploma or its recognized equivalent, an EFL gain may be measured through the awarding of credits or Carnegie units: or 3) States may report an EFL gain for participants who exit the program and enroll in postsecondary education or training during the program year.

- Column E is the number of participants who attained a secondary school diploma or its equivalent.

- Enter only the most recent achievement, if attained, per participant in column D or column E.

- Column F is the number of participants who achieved no measurable skill gain and exited the program. The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services (services do not include self-service, information-only services, activities, or follow-up services), and there are no plans to provide the participant with future services.

- Column G is number of participants who remain enrolled and achieved no measurable skill gain.

- Column *D* + *E* + *F* + G should equal the total in Column *B.*

- Column H is calculated using the following formula: (Column H) = $\frac{\text{(Column D + Column E)}}{\text{(Column B)}}$

- Column I is the total number of periods of participation for each participant. A participant may have more than one period of participation.

- Column J is the number of periods of participation in which a Measurable Skill Gain is achieved. Multiple outcomes are permissible for individual participants with more than one period of participation. Participants may achieve more than one gain per period of participation. However, a maximum of one gain per period of participation is reported in column J.

- Column K is calculated using the following formula: (Column H) = $\frac{\text{(Column J)}}{\text{(Column I)}}$

APPENDIX B:
NRS EDUCATIONAL FUNCTIONING LEVEL TABLE:
OUTCOME MEASURES DEFINITIONS

Outcome Measures Definitions

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
ABE Level 1 *(formerly Beginning ABE Literacy)* ***Test Benchmark:*** TABE (9-10) scale scores (grade level 0-1.9) Reading: 367 and below Total Math: 313 and below Language: 389 and below	Individual has no or minimal reading and writing skills. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument. At the upper range of this level, individual can recognize, read and write letters and numbers, but has a limited understanding of connected prose and may need frequent re-reading. Can write a limited number of basic sight words and familiar words and phrases; may also be able to write simple sentences or phrases, including very simple messages. Can write basic personal information. Narrative writing is disorganized and unclear; inconsistently uses simple punctuation (e.g., periods, commas, question marks); contains frequent errors in spelling.	Individual has little or no recognition of numbers or simple counting skills or may have only minimal skills, such as the ability to add or subtract single digit numbers.	Individual has little or no ability to read basic signs or maps, can provide limited personal information on simple forms. The individual can handle routine entry-level jobs that require little or no basic written communication or computational skills and no knowledge of computers or other technology.

Outcome Measures Definitions

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills

ABE Level 2
(formerly Beginning Basic Education)
 	
Test Benchmark:
TABE (9-10)
scale scores
(grade level 2-3.9):
  Reading: 368-460
  Total Math: 314-441
  Language: 390-490
	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations, but lacks clarity and focus. Sentence structure lacks variety, but shows some control of basic grammar (e.g., present and past tense), and consistent use of punctuation (e.g., periods, capitalization).	Individual can count, add and subtract three digit numbers, can perform multiplication through 12; can identify simple fractions and perform other simple arithmetic operations	Individual is able to read simple directions, signs and maps, fill out simple forms requiring basic personal information, write phone messages and make simple change. There is minimal knowledge of, and experience with, using computers and related technology. The individual can handle basic entry level jobs that require minimal literacy skills; can recognize very short, explicit, pictorial texts, e.g. understands logos related to worker safety before using a piece of machinery; can read want ads and complete simple job applications.

ABE Level 3
(formerly Low Intermediate Basic Education)
 	
Test benchmark:
TABE (9-10)
scale scores
(grade level 4-5.9):
  Reading: 461-517
  Total Math: 442-505
  Language: 491-523
	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions, can write simple paragraphs with main idea and supporting detail on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; can self and peer edit for spelling and punctuation errors.	Individual can perform with high accuracy all four basic math operations using whole numbers up to three digits; can identify and use all basic mathematical symbols.	Individual is able to handle basic reading, writing and computational tasks related to life roles, such as completing medical forms, order forms or job applications; can read simple charts, graphs labels and payroll stubs and simple authentic material if familiar with the topic. The individual can use simple computer programs and perform a sequence of routine tasks given direction using technology (e.g., fax machine, computer operation). The individual can qualify for entry level jobs that require following basic written instructions and diagrams with assistance, such as oral clarification; can write a short report or message to fellow workers; can read simple dials and scales and take routine measurements.

Outcome Measures Definitions

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills

ABE Level 4
(formerly High Intermediate Basic Education)
 	
Test benchmark:
TABE (9-10)
scale scores
(grade level 6.0 –8.9):
  Reading: 518-566
  Total Math: 506-565
  Language: 524-559
	Individual is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; can make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. The individual can write simple narrative descriptions and short essays on familiar topics; has consistent use of basic punctuation, but makes grammatical errors with complex structures.	Individual can perform all four basic math operations with whole numbers and fractions; can determine correct math operations for solving narrative math problems and can convert fractions to decimals and decimals to fractions; can perform basic operations on fractions.	Individual is able to handle basic life skills tasks such as graphs, charts and labels, and can follow multi-step diagrams; can read authentic materials on familiar topics, such as simple employee handbooks and payroll stubs; can complete forms such as a job application and reconcile a bank statement. Can handle jobs that involve following simple written instructions and diagrams; can read procedural texts, where the information is supported by diagrams, to remedy a problem, such as locating a problem with a machine or carrying out repairs using a repair manual. The individual can learn or work with most basic computer software, such as using a word processor to produce own texts; can follow simple instructions for using technology.

ABE Level 5
(formerly Low Adult Secondary Education)
 	
Test benchmark:
TABE (9-10)
scale scores
(grade level 9-10.9):
  Reading: 567-595
  Total Math: 566-594
  Language: 560-585
	Individual can comprehend expository writing and identify spelling, punctuation and grammatical errors; can comprehend a variety of materials such as periodicals and non-technical journals on common topics; can comprehend library reference materials and compose multi-paragraph essays; can listen to oral instructions and write an accurate synthesis of them; can identify the main idea in reading selections and use a variety of context issues to determine meaning. Writing is organized and cohesive with few mechanical errors; can write using a complex sentence structure; can write personal notes and letters that accurately reflect thoughts.	Individual can perform all basic math functions with whole numbers, decimals and fractions; can interpret and solve simple algebraic equations, tables and graphs and can develop own tables and graphs; can use math in business transactions.	Individual is able or can learn to follow simple multi-step directions, and read common legal forms and manuals; can integrate information from texts, charts and graphs; can create and use tables and graphs; can complete forms and applications and complete resumes; can perform jobs that require interpreting information from various sources and writing or explaining tasks to other workers; is proficient using computers and can use most common computer applications; can understand the impact of using different technologies; can interpret the appropriate use of new software and technology.

Outcome Measures Definitions

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
ABE Level 6 *(formerly High Adult Secondary Education)* ***Test benchmark:*** TABE (9-10) scale scores (grade level 11-12): Reading: 596 and above Total Math: 595 and above Language: 586 and above	Individual can comprehend, explain and analyze information from a variety of literacy works, including primary source materials and professional journals; can use context cues and higher order processes to interpret meaning of written material. Writing is cohesive with clearly expressed ideas supported by relevant detail; can use varied and complex sentence structures with few mechanical errors.	Individual can make mathematical estimates of time and space and can apply principles of geometry to measure angles, lines and surfaces; can also apply trigonometric functions.	Individuals are able to read technical information and complex manuals; can comprehend some college level books and apprenticeship manuals; can function in most job situations involving higher order thinking; can read text and explain a procedure about a complex and unfamiliar work procedure, such as operating a complex piece of machinery; can evaluate new work situations and processes, can work productively and collaboratively in groups and serve as facilitator and reporter of group work. The individual is able to use common software and learn new software applications; can define the purpose of new technology and software and select appropriate technology; can adapt use of software or technology to new situations and can instruct others, in written or oral form on software and technology use.

Outcome Measures Definitions

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
ESL Level 1 *(formerly Beginning ESL Literacy)* ***Test benchmark:*** BEST Plus 2.0: 361 and Below BEST Literacy: 0-20	Individual cannot speak or understand English, or understands only isolated words or phrases.	Individual has no or minimal reading or writing skills in any language. May have little or no comprehension of how print corresponds to spoken language and may have difficulty using a writing instrument.	Individual functions minimally or not at all in English and can communicate only through gestures or a few isolated words, such as name and other personal information; may recognize only common signs or symbols (e.g., stop sign, product logos); can handle only very routine entry-level jobs that do not require oral or written communication in English. There is no knowledge or use of computers or technology.
ESL Level 2 *(formerly Low Beginning ESL)* ***Test benchmark:*** BEST Plus 2.0: 362-427 BEST Literacy: 21-52	Individual can understand basic greetings, simple phrases and commands. Can understand simple questions related to personal information, spoken slowly and with repetition. Understands a limited number of words related to immediate needs and can respond with simple learned phrases to some common questions related to routine survival situations. Speaks slowly and with difficulty. Demonstrates little or no control over grammar.	Individual can read numbers and letters and some common sight words. May be able to sound out simple words. Can read and write some familiar words and phrases, but has a limited understanding of connected prose in English. Can write basic personal information (e.g., name, address, telephone number) and can complete simple forms that elicit this information.	Individual functions with difficulty in social situations and in situations related to immediate needs. Can provide limited personal information on simple forms, and can read very simple common forms of print found in the home and environment, such as product names. Can handle routine entry level jobs that require very simple written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge and experience with computers.
ESL Level 3 *(formerly High Beginning ESL)* ***Test benchmark:*** BEST Plus 2.0: 428–452 BEST Literacy: 53–63	Individual can understand common words, simple phrases, and sentences containing familiar vocabulary, spoken slowly with some repetition. Individual can respond to simple questions about personal everyday activities, and can express immediate needs, using simple learned phrases or short sentences. Shows limited control of grammar.	Individual can read most sight words, and many other common words. Can read familiar phrases and simple sentences but has a limited understanding of connected prose and may need frequent re-reading. Individual can write some simple sentences with limited vocabulary. Meaning may be unclear. Writing shows very little control of basic grammar, capitalization and punctuation and has many spelling errors.	Individual can function in some situations related to immediate needs and in familiar social situations. Can provide basic personal information on simple forms and recognizes simple common forms of print found in the home, workplace and community. Can handle routine entry level jobs requiring basic written or oral English communication and in which job tasks can be demonstrated. May have limited knowledge or experience using computers.

Outcome Measures Definitions

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
ESL Level 4 *(formerly Low Intermediate ESL)* ***Test Benchmark:*** BEST Plus 2.0: 453–484 BEST Literacy: 64–67	Individual can understand simple learned phrases and limited new phrases containing familiar vocabulary spoken slowly with frequent repetition; can ask and respond to questions using such phrases; can express basic survival needs and participate in some routine social conversations, although with some difficulty; and has some control of basic grammar.	Individual can read simple material on familiar subjects and comprehend simple and compound sentences in single or linked paragraphs containing a familiar vocabulary; can write simple notes and messages on familiar situations but lacks clarity and focus. Sentence structure lacks variety but shows some control of basic grammar (e.g., present and past tense) and consistent use of punctuation (e.g., periods, capitalization).	Individual can interpret simple directions and schedules, signs, and maps; can fill out simple forms but needs support on some documents that are not simplified; and can handle routine entry level jobs that involve some written or oral English communication but in which job tasks can be demonstrated. Individual can use simple computer programs and can perform a sequence of routine tasks given directions using technology (e.g., fax machine, computer).
ESL Level 5 *(formerly High Intermediate ESL)* ***Test Benchmark:*** BEST Plus 2.0: 485–524 BEST Literacy: 68-75	Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.	Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.

Outcome Measures Definitions

EDUCATIONAL FUNCTIONING LEVEL DESCRIPTORS—ADULT BASIC EDUCATION LEVELS

Literacy Level	Basic Reading and Writing	Numeracy Skills	Functional and Workplace Skills
ESL Level 6 *(formerly Advanced ESL)* ***Test Benchmark:*** BEST Plus 2.0: 525–564 BEST Literacy: 76-78 <u>EFL Completion Criteria:</u> BEST Plus: 565 and above BEST Literacy: * This EFL cannot be completed with this assessment.	Individual can understand and communicate in a variety of contexts related to daily life and work. Can understand and participate in conversation on a variety of everyday subjects, including some unfamiliar vocabulary, but may need repetition or rewording. Can clarify own or others' meaning by rewording. Can understand the main points of simple discussions and informational communication in familiar contexts. Shows some ability to go beyond learned patterns and construct new sentences. Shows control of basic grammar but has difficulty using more complex structures. Has some basic fluency of speech.	Individual can read moderately complex text related to life roles and descriptions and narratives from authentic materials on familiar subjects. Uses context and word analysis skills to understand vocabulary, and uses multiple strategies to understand unfamiliar texts. Can make inferences, predictions, and compare and contrast information in familiar texts. Individual can write multi-paragraph text (e.g., organizes and develops ideas with clear introduction, body, and conclusion), using some complex grammar and a variety of sentence structures. Makes some grammar and spelling errors. Uses a range of vocabulary.	Individual can function independently to meet most survival needs and to use English in routine social and work situations. Can communicate on the telephone on familiar subjects. Understands radio and television on familiar topics. Can interpret routine charts, tables and graphs and can complete forms and handle work demands that require non-technical oral and written instructions and routine interaction with the public. Individual can use common software, learn new basic applications, and select the correct basic technology in familiar situations.

APPENDIX C: TABE INFORMATION

The Tests of Adult Basic Education (TABE) measure basic skills in reading, mathematics, and language skills at all grade levels. It assesses skills in the contexts that are important to adults, such as life skills, work, and education and provides both norm-referenced and competency-based information. The information gained is useful in evaluating an adult's abilities and developing an individualized study plan.

The TABE goes beyond the mere recall of facts. Many items require students to analyze situations, make interpretations, look for connections, synthesize information, and generate ideas. All of these are essential skills in the workplace and in real life.

There are two versions of the TABE – a Complete Battery and a shorter Survey version. The Complete Battery is an in-depth instrument capable of measuring growth as a result of educational intervention. It is the only test approved by SC for assessing ABE and ASE students. The Survey version provides a quick way to screen and place students but does not provide as much information for tracking individual skill deficiencies. **It can be used by programs as a progress test, but the scores are not entered into LACES**.

Programs may administer the TABE print (paper/pencil) assessment, and/or utilize the electronic version, TABE Online. Each print and electronic assessment must be conducted under the same standardized testing conditions in an appropriate setting, and monitored by a test administrator trained in the specific procedures necessary to administer each type of assessment. The contents of each type of assessment are the same, and a student can be pre- and post-tested with a combination of print and electronic administrations if necessary.

There are five graduated levels of TABE to make it possible for an examinee to take the test most suited to his or her ability. To determine which level is appropriate for a student, TABE created a Locator Test; however, very low literacy students may need to be first assessed with the TABE Word List.

The TABE Tests

The TABE Examiner's Manual gives detailed instructions on how to administer the various parts of the print assessment. Before administering the TABE, examiners should be thoroughly familiar with this manual and follow the testing procedures listed. Adherence to standardized testing procedures is required for valid and reliable results.

In the print version of TABE, there is a separate test booklet for each of the five different test levels.

Test Level	Content Grade Level Range	Grade Equivalent Range
L (Literacy)	0.0 – 1.9	0 – 4.9
E (Easy)	2.0 – 3.9	0 – 6.9
M (Medium)	4.0 – 5.9	0 – 9.9
D (Difficult)	6.0– 8.9	0.7 – 12.9
A (Advanced)	9.0 – 12.9	1.1 – 12.9

APPENDIX C: TABE INFORMATION

The Level L (Literacy) TABE is used to screen learners entering a literacy program and <u>is only available in a print version</u>. The core tests of the Level L Complete Battery are Pre-Reading, Reading, and Mathematics. These categories allow for assessment of the lowest level reading and math skills. Following the directions found in the *TABE 9 & 10 Complete Battery Test Directions*, prior to administering the Level L test, the test administrator should have the student read the **TABE Word List** to informally determine the examinee's reading ability. This administration takes about 15 minutes (per person). Student performance on the Word List will indicate whether to administer the TABE Level L or the Locator Test.

The Locator Test

The Locator Test consists of multiple-choice questions in reading, mathematics, and language and takes approximately thirty-five minutes to administer. The test is not timed, but better results are obtained when the estimated times are used as cut-off times.

Locator Test (9& 10)*	Items	Test Times
Reading	12 items	12 minutes estimated
Mathematics Computation	8 items	5 minutes estimated
Applied Mathematics	8 items	8 minutes estimated
Language	12 items	12 minutes estimated

*Use of Locator Test 7 & 8 is still allowed by the test publisher and may be used by programs if preferred.

Programs may use either the print or electronic version of the Locator Test. The online assessment will score and automatically assign the correct level test for the student.

TABE Levels E, M, D and A Complete Battery Subtests	
Core Tests (for NRS placement)	
Reading	50 minutes
Mathematics Computation	24 minutes
Applied Mathematics	50 minutes
Language	55 minutes
Optional Tests (not for NRS placement)	
Spelling	10 minutes
Language Mechanics	14 minutes
Vocabulary	14 minutes

The Test Forms

Forms 9 and 10 are to be used alternately when conducting pre- and post-assessments in alignment with test publisher and NRS guidelines (See TABE Post-Testing chart, p.7). Braille and Audio test versions are available only in Form 9. In this case, the test publisher recommends that 120 hours of instruction occur between testing.

APPENDIX C: TABE INFORMATION

Overview of TABE Pre-Test/Post-assessment Evaluation Procedures

1.	Locate	Online or Locator Test Book + Locator Answer Sheet (or TABE Word List if non-reader)
2.	Administer	TABE Levels: L or E or M or D or A. To ensure reliable results, read and follow the directions in the Examiner's Manual for print administrations. Material that is to be read aloud is in **bold type** and is preceded by the word, "say." All other information is for the examiner and is not to be read to the students.
3.	Score	Done automatically online OR, for print version, SCOREZE answer sheet or answer sheet with stencil + Norms book OR Scanable answer sheet + scanner + *TestMate TABE for Windows* scoring software
4.	Diagnose	Produced online OR Individual Diagnostic Profile OR Norm-referenced scores and competency-based skill profile – requires *TestMate TABE for Windows* scoring software
5.	Plan Instruction	Publisher's correlations OR TABE Prescriptive reports – requires *TestMate TABE for Windows* scoring software and *Prescription Banks* software
6.	Teach & Post Test	Same level TABE as for pre-test, but alternate form for post-assessment

NRS LEVELS AND TABE SCALE SCORES FOR FORMS 9 & 10

NRS LEVELS	READING SCALE SCORE	TOTAL MATH SCALE SCORE	LANGUAGE SCALE SCORE
Beginning ABE Literacy	367and below	313 and below	389 and below
Beginning Basic Education	368 – 460	314 - 441	390 - 490
Low Intermediate Basic Education	461 – 517	442 - 505	491 - 523
High Intermediate Basic Education	518 – 566	506 – 565	524 - 559
Low Adult Secondary	567 – 595	566 – 594	560 - 585
High Adult Secondary	596 +	595 +	586+

BEST Plus 2.0 is an individually administered face-to-face scripted interview designed to assess the oral English language proficiency of adult nonnative speakers of English who may or may not have received an education in their native language or in English, but who need to use English to function in day-to-day life in the United States. BEST Plus 2.0 is intended to assess interpersonal communication using everyday language. It integrates current knowledge in the assessment of speaking and listening skills with the latest knowledge and practice in educational measurement to present a precise, updated, and flexible oral assessment.

BEST Plus 2.0 begins with warm-up items intended to make the examinee feel comfortable conversing with the test administrator. The examinees are then administered questions drawn from several thematic sets of questions (i.e., personal identification, health, family/parenting, consumerism, housing, recreation/entertainment, getting a job, on the job, civics, community services, transportation/directions, weather/seasons, education). There are seven possible question types that are administered based on the examinee's proficiency level, ranging from easy to difficult: Photo description, entry item, yes/no, choice, personal expansion, general expansion, and elaboration.

BEST Plus 2.0 uses a holistic assessment method that evaluates the overall quality of the response. Each examinee response is scored in three categories: Listening Comprehension, Language Complexity, and Communication. Each scoring category allows for a range of scores according to the quality of the examinee's response.

The following formats of the BEST Plus 2.0 may be used:
- Computer-adaptive version, with test items delivered via computer. Because of the adaptive nature of the test and the large underlying item pool, the test items and sequence of items vary each time the test is administered.
- Print-based version, with three forms (A, B, and C); each form begins with a locator test and three level tests. Items in each form are drawn from the computer-adaptive version of BEST Plus 2.0.
- BEST Plus 2.0 must be administered individually and takes a maximum of 20 minutes to administer.

After Testing

Data from the tests scored on the computer is saved to the computer's hard drive and score reports can be printed out. Scores from the print-based version must be entered manually into the computer before a score report can be printed.

APPENDIX D: BEST INFORMATION

BEST Plus 2.0 scale scores have been correlated to two sets of proficiency level descriptors: the Student Performance Levels (SPLs) and the NRS ESL Functioning Level descriptors (see below). Knowing the students' SPLs provides general background information about what they know and can do in oral English and reveals areas where they need to improve.

NRS Levels	Student Performance Level	BEST Plus 2.0 Score Range
Beginning ESL Literacy	SPL 0-1	361 and below
Low Beginning ESL	SPL 2	362-427
High Beginning ESL	SPL 3	428–452
Low Intermediate ESL	SPL 4	453-484
High Intermediate ESL	SPL 5	485-524
Advanced ESL	SPL 6	525-564
Exit criteria from NRS	SPL 7	565 and above

BEST PLUS 2.0 TEST COMPONENT DESCRIPTION

- **Listening Comprehension** –
  - ✓ How well the examinee understands the setup and the question
  - ✓ Key:
    - Did examinee need the set-up and question repeated?
    - Does response indicate total, partial, or lack of understanding?
- **Language Complexity**
  - ✓ How the examinee organizes and elaborates the response
  - ✓ Key:
    - Is response appropriate (word, phrase, sentence, string of sentences)?
    - How complex is the grammar and sentence structure?
    - Is detail minimal or clearly beyond basic?
    - Is response organized and cohesive?
  - Aspects to evaluate:
    - Length of response
    - Amount of elaboration and detail
    - Level of Vocabulary
    - Grammatical structures
    - Sentence types
    - Level of cohesion
    - How response is organized
- **Communication**
  - ✓ How clearly the examinee communicates meaning; to what extent the response is comprehensible
  - ✓ Key:
    - How much meaning does listener have to fill in to understand response?

BEST Literacy

BEST Literacy assesses both reading and writing abilities in one assessment. It may be administered to a group or to an individual and requires a testing time of about one hour. BEST Literacy provides an alternate way of assessing written language proficiency and provides different information about the student than BEST Plus 2.0 provides. When BEST Literacy is used, it must be used for both pre- and post-assessment. Test administrators should follow the directions found in the BEST Literacy Test Manual.

After Testing

Answer documents must be scored using the conversion tables, writing samples, and writing rubric found in the BEST Literacy Test Manual.

APPENDIX E: RESOURCES FOR INFORMATION AND ASSISTANCE

Adult Education Technical Assistance Network (TAN)
NETWORK CONTACTS

TAN I (Upstate) Kathy Woodson, Lead Training Specialist (864) 355-6080 kwoodson@greenville.k12.sc.us	**TAN II (Catawba/Midlands)** Brett Taylor, Training Specialist (803) 981-1375 btaylor@rhmail.org
TAN III (Pee Dee) Andrena Duren, Education Associate (803) 734-0762 aduren@ed.sc.gov	**TAN IV (Lowcountry)** Erin Miller, Training Specialist (824) 820-5376 millererin@bcsdschools.net

South Carolina Department of Education Office of Adult Education
STATE CONTACTS
State Director: Michael R. King
mrking@ed.sc.gov ♦ (803) 734-8300

Janet Thompson, Team Leader	**(803) 734-8472**	**Jthompso@ed.sc.gov**
Jennifer Cooper-Keels, Data Coordinator	**(803) 734-8070**	**jckeels@ed.sc.gov**
Wendy Griffin, ESL	**(803) 734-8069**	**ggriffin@ed.sc.gov**
Harriette Jenerette, Family Literacy	**(803) 734-4708**	**hjenerette@ed.sc.gov**
LaCrystal Jackson, Professional Development	**(803) 734-8080**	**ljackson@ed.sc.gov**
Katherine Reed, Curriculum & Instruction	**(803)734-1944**	**kreed@ed.sc.gov**
Dominique Dunbar, GCDF/Transition Specialist	**(803)734-4045**	**ddunbar@ed.sc.gov**
Andrena Duren, Assessment Policy & TABE	**(803)734-0762**	**aduren@ed.sc.gov**

ASSESSMENTS
DIRECT CONTACTS

<u>**BEST Plus 2.0 and BEST Literacy**</u> Center for Applied Linguistics Washington, DC Phone: 202-362-0700 Email: info@cal.org Website: http://www.cal.org	<u>**TABE**</u> Data Recognition Corporation - CTB Maple Grove, MN 55311 Phone: 866.282.2250 Website: www.datarecognitioncorp.com